

**Department of Nursing Education & Health Studies**

**COURSE OUTLINE – Fall 2023**

**NS3210 (A2, L1, L2, AC1, AC2, AC3, AC4): Advanced Acute Care Nursing Practice I  
6 (1-0-2-24C) 162 Hours for 6 Weeks**

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

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	<u>Lecture:</u> Wed 0830-920 <u>Lab</u> Wed 1300-1450 <u>Clinical:</u> Unit 12 Thursday/Friday 0700-1900	<u>Clinical:</u> Unit 22 Thursday/Friday 0700-1900 <u>Lab</u>	<u>Clinical:</u> Unit 22 Monday/Tuesday 0700-1900 <u>Lab:</u> Wed 1300-1450	<u>Clinical:</u> Unit 12 Monday/Tuesday 0700-1900
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**CALENDAR DESCRIPTION:**

This acute care practicum builds on the concepts and intentional clinical learning from NS2210 and NS2250. The focus is on integrating prior learning to move towards providing comprehensive patient and family centered care and socialization to the role of the nurse in an acute care setting.

Note: Available only to Nursing students.

**PREREQUISITE(S)/COREQUISITE: NS2160, NS2240 and NS2250  
REQUIRED TEXT/RESOURCE MATERIALS:**

EAQ for NCLEX-RN <https://evolve.elsevier.com/cs/store?role=student>

Ignatavicius, D. (2021). Developing Clinical Judgment for Professional Nursing and the Next-Generation NCLEX-RN Examination. Elsevier

Urden, L., Stacy, K. & Loough, Mary E. (2022) Critical Care Nursing - Diagnosis and Management 9th: Elsevier

**\*All previously required textbooks and resources will be used as reference throughout the program. Please retain your copies as they may be required in future courses.**

**DELIVERY MODE(S):** Attend On Campus, In-person (Lecture, Lab, & Clinical)

**Learning Outcomes:**

1. Demonstrate safe, ethical, and collaborative practice with adult patients in acute care settings.
2. Demonstrate interprofessional collaboration competencies.
3. Demonstrate integration of evidence-informed knowledge from previous and concurrent nursing courses in the clinical/lab/ simulation setting.
4. Demonstrate clinical reasoning, application of the nursing process and implementation of a plan of care for adult patients in acute care settings.
5. Demonstrate professional and therapeutic communication skills
6. Demonstrate documentation and communication of assessments and nursing care in accordance with nursing practice standards.

**GUIDING CONCEPTS:**

Professional Identity, Clinical judgement, Ethics, Collaboration, Technology & Informatics.

**Demonstrating Application in Clinical Practice Related Concepts:**

Development, Functional Ability, Family Dynamics, Culture, Spirituality Adherence, Self-Management, Fluid and Electrolytes, Acid - Base Balance, Thermoregulation, Sleep, Cellular Regulation, Intracranial regulation, Hormonal Regulation, Glucose Regulation, Nutrition, Elimination, Perfusion, Gas Exchange, Clotting, Reproduction, Sexuality, Immunity, Inflammation, Infection, Mobility, Tissue Integrity, Sensory Perception, Pain, Fatigue, Stress, Coping, Mood and Affect, Anxiety, Cognition, Psychosis, Addiction, Interpersonal Violence,

Leadership, Safety, Evidence, Health Care Quality, Health Care Disparities (Equity), Health, Nursing

**Nursing Intervention Related Concepts:**

Caregiving, Care Coordination, Palliative Care

**TRANSFERABILITY:**

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions.

**Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

**EVALUATIONS:**

*Students must receive an overall minimum of C- in the Graded components, **as well** as a PASS in the clinical portion to receive credit for NS 3210*

Assignments/ Course Components	Due dates	Weight
1) Safe medicate	Beginning of Term	PASS/FAIL
2) Knowledge Checks (quiz)	Sunday nights by 2359	20%
3) Clinical Reasoning Case Study Assignment	Part A: written due Oct 1 Part B: oral presentation (Completed during the week of Oct 2-6)	20% 15%
4) Lab Participation	Each lab	15%
5) Clinical Assessment Tool (CAT)	Midterm Week 3 Final Week 6 (dates per instructor)	PASS/FAIL
6) Final Exam	October 18, 2023 During lecture	30%

**SafeMedicate Exam**

Students must pass all modules of SafeMedicate with a minimum of 90% to continue in clinical.

This will be done during the first two weeks of the course.

Students will have a total of 3 attempts to complete this exam. An unsuccessful third attempt will result in a failure in the course. Students cannot give medications in clinical until they have passed SafeMedicate.

The Modules tested include: FNS Essential skills, FNS Advanced Skills: **Bodyweight-Based Calculations & FNS Advanced Skills: Injectable Medicines Therapy**

## Lecture/Lab (Graded)

**1. Weekly Knowledge Checks-** Will be completed weekly online via MyClass, each knowledge check will take 10 mins to complete, material for the check will include content from lectures, recommended readings for lecture and lab. It is expected that students have completed the assigned readings/activities posted on MyClass page prior to lab and lecture classes.

### **2. Clinical Reasoning Case Study Assignment:**

**Purpose:** During this assessment students will be able to demonstrate their ability to prioritize important information, research information in a quick and efficient manner, organize and write an informative care plan. Self-directed learning, critical thinking and utilization of nursing knowledge is demonstrated in this assessment and self-reflection.

In alignment with the third-year nursing focus of caring for clients experiencing more acute variances in health, this exercise will give you the opportunity to implement the nursing assessment and critical judgment within their care of a client and reflection on practice. This is a 2 part assessment; part A students will have the opportunity to complete research and a plan care for an approved patient. Each patient can only have one student complete a care plan on them. Students must get their patient preapproved by their Instructor before starting the assignment.

Part B: is an oral assessment. In this oral assessment students will meet with their clinical instructor; during this timed assessment students will present their patient case study plan of care. The clinical instructor will ask questions to assess the student's clinical reasoning and reflectivity.

#### **Guidelines:**

##### **Part A: Written Clinical Reasoning Case Study assignment**

##### **Part B: Oral Clinical Reasoning Case Study presentation**

- Demonstrate knowledge and understanding of the priority that was selected
- Describe how the information is relevant to nursing and discuss how the information will be used throughout the nursing process – assessment, planning, implementation, evaluation
- Presented clearly and concisely – using the template provided on MyClass.
- Record the resources that are used in the reference list
- Be sure to correctly cite any direct quotes with inline referencing
- Written component is 5-6 pages max, APA.

#### **Guideline:**

1. Using the care plan template provided on MyClass, students will complete a case study on their approved patient. They are required to select their priority for their clinical patient, provide rationale to support why that is a priority for that patient and develop a clear care plan for the patient. The assignment is not about writing a well-constructed APA paper – it is about putting together a well-constructed care plan that provided evidence of your understanding of the knowledge to provide safe nursing care.
2. Use current evidence-based resources to help you. You are expected to complete the assignment **INDIVIDUALLY**.
3. You will submit your written clinical reasoning care plan with reflections to the drop box/ or email on the due date set by your instructor.
4. In part B students will meet with their clinical instructor during the allotted time during post conference to present their patient, the priorities, reflections and answer any questions posed by their instructor. During this time students will be assessed on their ability analyze cues, identify if the patient priority and any changes and provide rationale to support that change. **\*\*The assessment will be recorded for quality assurance and destroyed upon course completion and final grades submitted. \*\***
5. Each student will be allotted 10-15 mins to present the patient to their instructor, identify priority changes, interventions required and rationale to support these and any further reflections on their care provided. The instructor may ask questions to seek clarification and check critical thinking.
6. Rubric and further details on the assignment will be available on MyClass.

### **3. Lab participation**

Attendance in all lab classes is expected. Attendance impacts your participation mark. Students will come prepared as they would to clinical and as per the student handbook. Participation in simulation activities is strongly encouraged. *Student performance in simulation is not evaluated.*

Students are encouraged to participate in at least one simulation in the role of active participant. All students will be evaluated in the participation in pre briefing activities, how students conduct themselves during the implementation of the simulation and debriefing.

### **4. Final Exam**

The final exam for this course will focus on learnings from lecture, labs, readings, weekly knowledge checks as well as simulation experiences. The exam will be completed online during class time on **October 18, 2023**. You will be provided with an NWP laptop to complete the exam. The exam will include multiple choice questions as well as some of the new generation NCLEX style questions.

### **5. Clinical Assessment Tool- CAT (Pass/Fail)**

*\*Students must receive a **PASS** in all sections of the CAT (Clinical Assessment Tool) to pass the clinical section of the course*

A formative assessment of nursing practice will be completed by the student and instructor midway through the course. This will be accomplished through observation, assessment, and evaluation of the student in various activities. Feedback may be supplemented with input from peers, the staff of the agency, and the clients. The instructor will provide the student with a formative verbal or written evaluation at the midpoint of the course and a summative written final evaluation at the end of the course.

At midterm, students who receive an “, Failure, At Risk or below average” in any of the indicators on the Clinical Assessment Tool will develop a Learning Support Plan in collaboration with their Clinical Instructor. Students must successfully meet the requirements of the Learning Support Plan by the agreed upon date. At “final”, students must achieve a “PASS” on all areas of the Clinical Assessment Tool in order to successfully complete NS 3210. ***Attendance in clinical is a requirement, inability to consistently perform at the required competency level on the CAT will constitute a fail. There is no replacement for the clinical experience.***

## **Other Learning Activities**

### **Patient Research:**

It is expected that students come prepared to the assigned clinical shifts with completed patient research. To ensure safe patient care students will be able to access the patient chart a day prior to the first clinical shift. Students will arrive to the unit professionally dressed with NWP identification to complete patient research. For example: clinical shift is scheduled for Monday, you will arrive to the unit on Sunday to prepare for your patient.

Instructors will review what is expected for patient research and times that the patient assignments will be posted on the specific units. Instructors have the discretion to remove you from the clinical unit should you not be prepared to practice safe patient care.

### **Post Conferences:**

At the end of the clinical day groups will meet in HEC in a private room to conclude the clinical shift. This is a time for students to reflect and analyze the events of the day. Post clinical conferences are confidential discussions in which students can share experiences, thoughts and emotions from the shift. This is an opportunity for instructors to also clarify any questions or issues that have come up through the day. You are required to change out of your scrubs after clinical.

**Simulation Experiences:**

Simulation is a safe, fun and interactive learning experience in which students can care for a variety of patients. Simulation has been known to increase confidence and knowledge with healthcare education. It provides standardization of cases, promotes critical thinking, allows supervision of patient care, provides immediate feedback, and helps students to assimilate knowledge and experience.

In this course patient care may be simulated using any of the following:

Standardize patient – human

Task Trainers – body parts ie. IV arm

Virtual based – computer programming

Medium fidelity- mannequin that has basic human functions. “Nursing Anne Dolls”

High Fidelity – Mannequin that has higher functioning human functions. “Apollo Doll”

**Components of simulation:**

For each simulation experience scenario information will be sent out a few days prior so that each student can prepare to care for the patient. A simulation orientation will be completed in lab time as prior so students can familiarize. In this course specifically lecture class will also be focused on similar concepts of the simulation.

All students will be involved in the simulation: either as an active participant or active observer. Each student will have the opportunity to be an active participant at least one time. Once the simulation has been completed all students will participate in a debriefing session. Simulation performance for this course is **non-evaluative.**

**GRADING CRITERIA:**

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

**Grading Chart for courses with Alpha Grading:**

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100	C+	2.3	67-69
A	4.0	85-94	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62

B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

### **COURSE SCHEDULE/TENTATIVE TIMELINE:**

Week/Dates	Lecture	Lab	Clinical
Sept 5-8	Course Orientation	Skills Blitz	As per schedule
Sept 11-15	Nutrition & TPN	TPN	As per schedule
Sept 18-22	Ventilation, Oxygenation, inflammation	Chest Tubes/Trach Care	As per schedule
Sept 25-29	Cardiac Perfusion/ Intercranial Perfusion	ECG Dysrhythmias & Simulation	As per schedule
Oct 2-6	Post-Operative	Simulation	As per schedule
Oct 9-13	Renal Perfusion	DKA Simulation	As per schedule
Oct 16-18	Final Exam	Simulation	As per schedule

### **STUDENT RESPONSIBILITIES:**

As a student at NWP, you have rights and responsibilities. It is your responsibility to be familiar with the information contained in this Course Outline and the BScN student handbook and to clarify any areas of concern with the instructor. It is also your responsibility to be familiar with NWP Policies. Please take the time to familiarize yourself with the policies that might impact you while you are here:

- NWP Department of Nursing Education & Health Studies Handbook  
[https://www.nwpolytech.ca/BScN Handbook](https://www.nwpolytech.ca/BScN%20Handbook)
- NWP Policies: [Northwestern Polytechnic administrative/academic policies](#)
- NWP Students Rights & Responsibilities Policy: [Students Rights & Responsibilities Policy](#)

#### Attendance:

Attendance for all lectures, labs and clinical is expected. Absences will jeopardize overall clinical performance and success in the course and may result in a Failure.

Absences from clinical may result in the instructor being unable to effectively evaluate the student's clinical performance resulting in a Fail. Students must pass the CAT to be successful in the course.

### Academic Misconduct:

Academic misconduct in all its forms is a serious offence.

Academic misconduct is the giving, taking, or presenting of information or material that unethically or dishonestly aids oneself or another on any work which, under normal circumstances, is to be considered in the determination of a grade or the compilation of academic requirements or the enhancement of that student's record or academic career. The two key areas of academic misconduct are plagiarism and cheating. Please read the definitions that follow.

### Plagiarism:

The use of close imitation of language, paintings, films, prototypes and ideas of another author and representation of them as one's own original work. The most common forms of plagiarism are: copying or paraphrasing another author's work without proper acknowledgement, using the ideas or lines of reasoning of another author's work without proper acknowledgement, submitting work to which someone else has made substantial improvements to the content, and submitting the same work for multiple courses without approval. Plagiarism can be judged to have occurred if the instructor has both the submitted material and original source that was copied, or if the student is unable to explain the terminology or ideas of a submission.

### Late Assignment Policy:

To obtain credit in the course ALL assignments, examinations, and quizzes must be completed. Students are expected to make every effort to complete assignments on time. Assignment submissions are expected on the date determined by faculty. If extensions are necessary, they may be requested up to 48 hours prior to the assignment due date and should be submitted in writing to the faculty member involved. Not all extensions will be granted. In exceptional situations, extension requests within the 48-hour period may be considered. Late assignments will have 5% of total marks (or one letter grade) for the assignment deducted for each day/partial day (including weekend days) beyond the due time. For example, a paper marked at B+ would receive an adjusted grade of B if handed in one day late. After 5 days, a grade of 0 will be awarded to the assignment. If the late penalty places the grade below the necessary pass grade, students will be unsuccessful in the course. When submitting assignments electronically, it is the student's responsibility to ensure the assignment has been received. Papers/assignments may not be rewritten for a higher grade. Concerns regarding grading are to be discussed with the faculty member involved. All evaluation components of the course must be completed PRIOR TO being permitted to write the final exam

### Final Exam Policy:

<https://www.nwpolytech.ca/about/administration/policies/fetch.php?ID=37>

**STATEMENT ON ACADEMIC MISCONDUCT:** Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

\*\*Note: all Academic and Administrative policies are available on the same page.